



# WHAT ARE THE STAGES OF CHILD DEVELOPMENT?



## 1. NEWBORN

DURING THE FIRST TWO MONTHS OF LIFE, NEWBORNS REACT AUTOMATICALLY TO EXTERNAL STIMULI. NEWBORNS CAN MOVE THEIR HEAD FROM SIDE TO SIDE, SEE CLOSE-UP OBJECTS, TURN TOWARDS SOUNDS AND CRY TO INDICATE A NEED. BY THE THIRD MONTH OF LIFE, NEWBORNS START TO SMILE AT PEOPLE.

## 2. INFANT

A LOT OF NEW ABILITIES DEVELOP QUICKLY BY THE TIME A CHILD TURNS 1 YEAR OLD:

- AT 3-6 MONTHS OF AGE, INFANTS CAN RECOGNIZE FAMILIAR FACES, BEGIN TO BABBLE, CONTROL THEIR HEAD MOVEMENTS AND BRING THEIR HANDS TOGETHER.
- BY 6 MONTHS OF AGE, INFANTS START SITTING WITHOUT SUPPORT, MAY BOUNCE WHEN HELD IN A STANDING POSITION AND RESPOND TO PEOPLE CALLING THEIR NAME. INFANTS START COMMUNICATING WITH GESTURES.
- BETWEEN 9-12 MONTHS OLD, CHILDREN CAN POINT AT THINGS, PICK UP OBJECTS, CRAWL AND EVEN STAND WITH SUPPORT. CHILDREN CAN IMITATE SOUND AND GESTURES.

## 3. TODDLER

WHEN CHILDREN ARE BETWEEN 1-3 YEARS OF AGE, THEY CAN STAND ALONE, LEARN TO WALK WITHOUT HELP, BEGIN TO RUN AND CLIMB STAIRS WITH SHORT STEPS. CHILDREN CAN WAVE BYE-BYE, HOLD A PENCIL OR CRAYON, DRAW A CIRCLE, LEARN TO SAY SEVERAL WORDS AND EVEN SHORT SENTENCES AND FOLLOW SIMPLE INSTRUCTIONS.

## 4. PRESCHOOL

BETWEEN 3-5 YEARS OF AGE, CHILDREN'S MOTOR SKILLS BECOME REFINED. CHILDREN CAN THROW AND CATCH A BALL, SKIP AND HOP, LEARN TO DRESS THEMSELVES AND DRAW PROPER STRUCTURES SUCH AS A FLOWER. THEY CAN SPEAK A COMPLETE, LONG SENTENCE AND EVEN 2-3 SENTENCES IN A STRETCH EASILY. WITH TOILET TRAINING, THEY BEGIN TO GO TO USE THE BATHROOM. EXPLORATION OF PRIVATE BODY PARTS IS NORMAL BEHAVIOR AT THIS AGE.

# I Am New

I'm a bundle of potential and need.  
 I'm a consumer of information: I watch, listen, touch, taste, and smell.  
 I'm a busy brain driven to learn.  
 I'm a scientist and problem solver.  
 I'm hope and joy personified.

**(Nurture Me)**



# I am 1

I'm a curious, observant, energetic, determined, focused, and sometimes stubborn scientist.  
 I'm a natural-born learning-all-the-time explorer of stuff...an insatiable consumer of sensory experiences.  
 I'm a highly evolved and very capable future adult, eager to engage the world.

**(I'm not a little baby)**



# I am 2

It's not easy. I'm realizing the world no longer revolves around me like it did when I was younger.  
 Still, life's not so terrible. It's just a bit complex and overwhelming at times.  
 I'm trying to understand the world and my curiosity and drive sometimes look like *trouble*. I'm a force to be reckoned with, a busy brain on the go.  
**(Don't underestimate me)**



# I am 3

I am not built to sit still, keep my hands to myself, take turns, be patient, stand in line, or keep quiet.  
 I need motion, I need novelty, I need adventure, and I need to engage the world with my whole body.  
**Let Me Play**  
**(Trust me, I'm learning)**



# I am 4

I'm a smooth talking, agile, and observant seeker of adventure.  
 I'm kind of a know-it-all... as in I *want* to know it all.  
 I have more questions in me than you have answers.  
 I'm perceptive enough to sense this can frustrate you, but please don't discount my inquisitiveness.  
**(Challenge me)**



# I am 5

I'm a risk taker and mess maker.  
 I'm a confident doer of exciting things. I'm not built for desk sitting. My busy brain craves action and novelty.  
 I'm not as grownup as some people think—I still need to play, move, and explore.  
**(Don't Rush My Childhood)**



IMAGE FROM EXPLORATIONS EARLY LEARNING: [WWW.EXPLORATIONSEARLYLEARNING.COM](http://WWW.EXPLORATIONSEARLYLEARNING.COM)



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# **APPROPRIATE BEHAVIORS IN PRESCHOOL**

## **ANXIETY**

ANXIETY IS A NORMAL PART OF CHILDREN'S DEVELOPMENT, AND PRESCHOOLERS OFTEN FEAR THINGS LIKE BEING ON THEIR OWN OR BEING IN THE DARK. IF YOUR CHILD WORRIES OR SHOWS SIGNS OF ANXIETY, YOU CAN OFFER SUPPORT BY ACKNOWLEDGING THEIR FEARS, GENTLY ENCOURAGING TO DO THINGS AND PRAISING WHEN THEY DO WHAT WAS CAUSING FEAR.

## **FIGHTING**

DISAGREEMENTS AND FIGHTING AMONG CHILDREN ARE VERY COMMON. YOU CAN OFFER SUPPORT BY HELPING CHILD IDENTIFY EMOTIONS, COMMUNICATE FEELINGS AND NEEDS

## **LYING**

YOU MIGHT HAVE CAUGHT YOUR CHILD TELLING THE OCCASIONAL LIE. LYING IS PART OF DEVELOPMENT, AND IT OFTEN STARTS AROUND THREE YEARS OF AGE. SUPPORT CHILDREN BY TEACHING THE VALUE OF HONESTY RATHER THAN TO PUNISH THEM FOR SMALL LIES.

## **SHYNESS**

SHY BEHAVIOUR IS NORMAL IN PRESCHOOLERS. IF YOUR CHILD IS SLOW TO WARM UP, IT'S GOOD TO PRAISE YOUR CHILD FOR BRAVE SOCIAL BEHAVIOUR, LIKE RESPONDING TO OTHERS, USING EYE CONTACT, OR PLAYING AWAY FROM YOU.

## **TANTRUMS**

IF YOUR CHILD HAS TANTRUMS, IT MIGHT HELP TO REMEMBER THAT THE CHILD IS STILL LEARNING APPROPRIATE WAYS TO EXPRESS FEELINGS. WAYS TO SUPPORT A CHILD TO REDUCE TANTRUMS IS BY REDUCING YOUR CHILD'S STRESS, IDENTIFYING AND COMMUNICATING FEELINGS USING WORDS, TUNING INTO YOUR CHILD'S FEELINGS, AND SPOTTING YOUR CHILD'S TANTRUM TRIGGERS.



## **HOW TO SUPPORT PRE SCHOOLERS**

### **USE REMINDERS**

PRESCHOOLERS HAVE SHORT MEMORIES AND ARE EASILY DISTRACTED. YOU MIGHT NEED TO REMIND YOUR CHILD ABOUT THINGS SEVERAL TIMES. FOR EXAMPLE, WHEN IT'S NEARLY TIME TO LEAVE THE PARK, TRY SAYING 'ADELE, WE'RE GOING HOME SOON'. THEN GIVE ANOTHER REMINDER CLOSER TO THE TIME YOU ARE LEAVING - 'ADELE, TWO MORE SLIDES THEN WE'RE GOING'.

### **MODEL SHARING FEELINGS**

IF YOUR PRESCHOOLER UNDERSTANDS HOW THEIR BEHAVIOUR AFFECTS YOU, THEY MIGHT BE ABLE TO FEEL FOR YOU. SO YOU MIGHT SAY, 'I'M GETTING UPSET BECAUSE THERE'S SO MUCH NOISE, AND I CAN'T TALK ON THE PHONE'. WHEN YOU START THE SENTENCE WITH 'I', IT GIVES YOUR CHILD THE CHANCE TO LEARN.

### **CHANGE THE ENVIRONMENT**

YOU CAN OFTEN PREVENT OR MINIMIZE PROBLEM BEHAVIOUR BY CHANGING YOUR CHILD'S ENVIRONMENT. FOR EXAMPLE, IF YOUR PRESCHOOLER IS GETTING FRUSTRATED BECAUSE YOUR BABY KEEPS CRAWLING OVER HIS JIGSAW PUZZLE, TRY TO FIND A QUIET SPOT WHERE YOUR PRESCHOOLER CAN PLAY UNDISTURBED.